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ABSTRACT

The views of 30 members of the Montana Commission on Post-Secondary Education and of a large sector of the Montana population as to the most important "issues and questions facing Montana postsecondary education" were solicited. The replies were categorized into the following subject areas: Goals, objectives and Priorities; Governance, Coordination and Planning; Program and Structure; Private Post-Secondary Education; Financing; Alternative Forms of Post-Secondary Education; Education Opportunities; and Miscellaneous. Under each category heading are listed the numerous questions that were raised. Attachments to the report are: Questionnaire to Commission Members, General Letter, and a Summary of Mailing List. (DB)

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STAFF REPORT NO. 2
MONTANA POST-SECONDARY EDUCATION: ISSUES AND QUESTIONS

Prepared For

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September, 1973

JC 740 318

Education must shift into the future tense.
Toffler

Teaching and imparting of knowledge make sense in an unchanging environment. This is why it has been an unquestioned function for centuries But if there is one truth about modern man, it is that he lives in an environment which is continually changing.
Rogers

The principal goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done--men who are creative, inventive and discoverers. The second aim of education is to form minds which can be critical, can verify and not accept everything they are offered.
Piaget

Schools fail, however, less because of maliciousness than because of mindlessness. Like Procrustes stretching his guests or cutting off their limbs to make them fit the standard size bed his inn provided, educators and scholars, frequently with the best of intentions have operated on the assumption that students should be cut or stretched or otherwise 'adjusted' to fit the schools, rather than adjusting the schools to fit the students.
Silberman

....It is in fact nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry; for this delicate little plant, aside from stimulation, stands mainly in need of freedom; without this it goes to wrack and ruin without fail.
Einstein

When a man
does not know
what harbor he
is making
for,
no wind is the right wind
Seneca

For education the lesson is clear: its prime objective must be to increase the individual's 'cope-ability'--the speed and economy with which he can adapt to continual change.
Toffler

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INTRODUCTION

House Bill #578, Section 4, provides that the Commission on Post-Secondary Education "shall make a detailed and thorough study of post-secondary education in this state. It shall also make comprehensive inventories of, and studies with respect to, all public and private post-secondary educational resources in the state, including planning necessary for such resources to be better coordinated, improved, expanded, consolidated, or altered so that all persons within the state who desire, and who can benefit from post-secondary education may have an opportunity to do so. The commission shall further devise a system of accountability that will accurately measure educational output in relation to financial input. The commission may use other state agencies or institutions to make studies, conduct surveys, submit recommendations, or otherwise contribute services or expertise to the commission in conducting its activities under this act."

In response to this mandate, the staff solicited the views of the 30 members of the Commission, as well as those of a large sector of the Montana population on what they believed to be the most important "issues and questions facing Montana post-secondary education". The Commission Members were sent a questionnaire asking them to identify these "issues and questions", while the persons and/or organizations (drawn from a mailing list of approximately 1,800 names) were sent a general letter asking for their views on the issues of post-secondary education in the state. (See Attachments 1 and 2.) The questionnaire was distributed in mid-July and the last of the letters was sent out during the first week of September.

Due to the time frame for the preparation of this staff report, we were unable to incorporate those responses received after September 21. However, those replies are being reviewed by the staff as they come in and will be considered during the information gathering phase of the study.

A categorical summary of the mailing list is included as Attachment 3 to this report.

Efforts are continually being made to increase contact between the Commission and interested groups. Individuals and organizations are being added to the mailing list almost daily. We are hopeful that as the Commission study proceeds, both the staff and Commission members will have the full benefit of counsel and criticism from all interested parties in the state.

We would like to express our appreciation to those who responded to our request. The quality of the replies has constituted worthwhile feedback for the Commission and the staff.

CATEGORIZATION

After sifting through the "issues and questions" raised by the Commission members, as well as going over the responses from the general mailings, these are the subject area categories that seem to encompass the scope of ideas expressed.

The categories are not mutually exclusive but, rather, mutually interdependent -- thus, many of the questions can be placed (or could have been) in more than one area. For the sake of simplicity, however, an attempt was made to list each question only once. The staff, in some instances, altered the style but the substance of the "issues and questions" is presented as originally set forth in the replies.

The categories selected were:

I. Goals, Objectives and Priorities

II. Governance, Coordination and Planning

III. Program and Structure

IV. Private Post-Secondary Education

V. Financing

VI. Alternative Forms of Post-Secondary Education

VII. Education Opportunities

VIII. Miscellaneous

I. GOALS, OBJECTIVES AND PRIORITIES

What are the educational and economic needs of Montana and its people now and in the future? To what extent can they be met by education? To what extent can they be determined by education?

Are present high school requirements realistic or are there other means to be educated for life?

Do we look at the years before post-secondary education and at adult education extending throughout one's years?

How do we maximize educational opportunity for the people of Montana (and the U.S.) through geographical dispersion, and, at the same time, achieve educational efficiency in the sense of a quality education for the amount of dollars expended?

What needs and purposes should education primarily serve?

Should it promote personal growth by sharpening analytical abilities, stimulating creativity, and encouraging self-awareness and expression?

Should it prepare students to make a living by providing job skills and career training?

Should it solve pressing social problems?

Should it anticipate and respond to manpower needs?

What is post-secondary education all about?

What is the purpose of post-secondary education? To whom should it be offered? Who should pay for it? How or by whom should it be controlled?

Why do we or should we have post-secondary education? Higher education?

Is it realistic to think that our system of post-secondary education can meet all the needs and purposes of education? Are the needs of the individual and society ever in conflict? If so, whom then should education serve?

Are the values held by the academic community in concert with those of the community-at-large with regard to priorities in higher education? If not, how do we deal with this problem?

Is our main objective or concern to offer the best possible education, the most accessible education, the most economical education that it is possible to provide with the resources available?

> What are the needs and desires of students, employers, communities, industries concerning the types of programs offered (academic, extension, community service, technical, vocational, etc.)?
>
> When should post-secondary/higher education be made available to our citizens? At a particular age or point in life? Should people be allowed to drop-in, as well as drop-out in accordance with their needs and interests at a given time? Is the traditional sequence of school first, work later appropriate for everyone?

How can the state of Montana most economically provide adequate education to all of its citizens? Is it accessible and available?

> Are we leaving anyone out? If so, who? How do we value equality of opportunity with our desire to establish or maintain standards of excellence? How do we value quantity education with quality education? Is there inherent conflict in these concepts?

What are the needs for continuing education?

Should we consider the geographic location of the units and their service to the area?

How much benefit are each of the units to the community in which they are located?

What should be the requirements for entrance in any of the units?

Are we satisfied with our admission standards and priorities? Should they be altered?

Are they reasonably accurate in measuring and/or predicting success in post-secondary education?

Is it fair to apply the same standards to everyone? Given these "standards", are we doing enough to increase the chance that a "disadvantaged" student can become qualified?

Should the state make post-secondary educational opportunities broadly available
in individual homes through television?
in all larger communities through a combination of television lectures, meetings and work programs?
If yes, should the state substantially revise present institutional programs to support, supplement and integrate such capabilities?
If no, are there opportunities for other alternative forms?

Given our resources in Montana higher education, as well as financial resources, are some of the goals unrealistic in terms of finance? Philosophy? Politics?

What areas are open for compromise?

Can educational processes be organized to maximize the variety and diversity of educational approaches and

opportunities?

Do the goals of higher education in Montana reflect the times, the needs, the economics which are constantly changing, in the light of what is meaningful today or in terms of what is meaningful tomorrow?

What is the process for implementation?

What are the best methods for determining realistic, immediate and long-range GOALS for ALL post-secondary education?

What is the role of research?

What resources are necessary to maintain or achieve goals?

Program needs - new? expanded? curtailed?
Physical plant needs - changes necessary to attain optimum utilization of present facilities - new space?
Financial resources and levels of support?

In terms of public priorities, where does higher education rank when compared with other forms of post-secondary education?

What are our values with respect to the various forms of post-secondary education?

Are graduates of some post-secondary institutions labeled and perceived by themselves and others as "second class"?

Do we provide students who do not attend the university with the opportunity to develop career skills in an institution that is equally well-financed and respected?

How do we encourage students to enter all fields of post-secondary education? How do we - can we - should we attempt to equalize social and financial rewards?

What is the role of the vocational-technical schools in post-secondary education?

Where do post-secondary vo-tech and community colleges fit into the university system?

Should expensive vo-tech courses (expensive in the ways of instructors and equipment, etc.) be restricted to one school?

Should vo-tech schools be completely separate from academic courses or should one school teach both academic and vo-tech?

Should vo-tech not be taught at universities and colleges to eliminate a possible tendency toward academicism and the insistence on unrealistic certification standards for instructors of vo-tech schools?

If the vocational education amendments of 1968 and the education amendments of 1972 are replaced by educational revenue sharing should the State Board require a State Plan for Vocational Education?
If the state wishes to establish a permanent post-secondary Planning Commission - or if required to do so by the federal government - what should be its composition and powers?

Should vo-tech schools continue to offer skill training as they do now?

Should courses offered be carefully oriented to labor markets?
Should consideration be given to regional manpower demands, as well as those in Montana?
Should job counselling be given?

What is the role of community colleges in the state?

Are we able to finance this venture along with the other institutions or should we have a more expanded extension service from the colleges?

Should we consider more extension courses?

Should people be given credit for courses outside immediate college curriculum?

Would the present system be strengthened if the elimination of community colleges ensued?

Should more emphasis be put on vocational training?

Should the community college be retained if it does not serve a substantial commuting population that cannot leave for education elsewhere?

At the university and college level, should more emphasis be placed on serving the student who is employed full-time but who wishes to re-enter the educational system?

Can courses be re-scheduled so that they are spread out over a full day?

Could we re-work faculty schedules so that some could work 8 to 5 p.m. and others could work from 1 to 10 p.m.?

Could vo-tech centers and university units cooperate and jointly grant an AA degree in certain subject areas?

Can the university units exchange professors and students at the graduate level? at the undergraduate level?

Does our institutional framework meet the changing needs of the people for specific job-related training, as well as intellectual and cultural enrichment?

Is there an inter-relationship between courses taught and jobs available within the state of Montana?

How do we go about setting up some system of accountability in higher education in the state of Montana?

How can we define accountability?

Are the present universities and colleges meeting standards?

How can the educational system be organized to insure accountability of the institutions, curricula and professors, as well as administration?

How will we evaluate teachers? Curricula? Administration?
Should schools go on an eleven or twelve month basis?

Are there criteria for measuring the quality of post-secondary education?

Educational goals and offerings?
Faculty qualifications and compensation?
Ratio of faculty to students and class size?
Standing and performance of students and graduates?
Facilities including laboratories and libraries?

If these factors are valid means of measurement, how do our Montana institutions compare with each other and with non-Montana institutions of like size and type?

II. GOVERNANCE, COORDINATION AND PLANNING

How should post-secondary education be governed?

What method(s) of governance can insure public control of public institutions while protecting the essential functions of post-secondary education?

Does the present governance system provide too much or too little protection from political influence?

What role should the Legislature play in the governance of higher education?

What is the role of the state government and/or the local governments in the public responsibility for education?

What is the public responsibility for post-secondary education? What are our individual responsibilities?

How can the system be organized to carry out these responsibilities?

How does the public responsibility relate to the capability of the taxpayers to support the system?

Is it possible to define clearly how far the public responsibility will go?

What powers and responsibilities should be vested in:

Various boards?
Administrators?
Faculty?
Students?
Members of the community?

Who should serve on governing boards? For how long? How and by whom should members be selected?

What is the relationship between
Board of Public Education, Superintendent of Public Instruction and the Board of Trustees?

Board of Regents, Board of Trustees and Community Colleges?

Should advisory committees be abolished? Do such committees serve as boosters of each institution and metropolitan area or tend to be divisive and parochial?

Should the composition and function of campus advisory boards be altered?

How can the administration of each campus best reflect the total campus community without making it so cumbersome as to drastically impede its functioning?

Is there insufficient central coordination of our university system?

Can we set up a system of cooperation between the units so that they may all share facilities, libraries, faculties, etc.?

What form of coordination is needed to insure articulation and cooperation between all units of post-secondary education?

What should be the relationship between an institution and the community in which it operates?

Do we need to look at more community colleges and vocational schools and their role in community education or do we look only at the total state system and its efficiency?

Is it possible to realize economy or greater efficiency through more centralization of administration or services without sacrificing the individualism which must be the basic justification for providing more than one unit?

What is the present contribution of independent institutions to state post-secondary education--quantitative and qualitative?

Would we choose to alter that role? If so, how?

How should the vo-tech centers be funded and controlled? Should they and the community colleges be taken over and administered by the state?

Should the vo-tech centers and the community colleges or either one be taken over and administered by the university system?

Is there adequate coordination in vocational education?

Can the administration of vo-tech schools be centralized so that it might be possible to move training programs from school to school? Would it be desirable?

Should the administrative officer for vocational education continue to be the State Superintendent of Public Instruction?

Which board should have authority over vocational education? The Board of Higher Education? The Board of Public Education or the combined boards?

What is the role of the Legislature in both long and short-range planning for post-secondary education? What is the role of other agencies?

Can adaptability be built into the educational system through the planning mechanisms? How do we synchronize education with changing needs?

How do we stimulate necessary institutional self-revision and response?

Is it worthwhile to question the basic assumptions about higher education apart from the basic assumptions about our society and its major institutions?

How valuable can our planning and questioning be without concerning ourselves with the quality of elementary and secondary education?

III. PROGRAM AND STRUCTURE

How can the purposes and objectives of higher education be achieved most effectively and efficiently in structuring and organizing institutions of higher education?

Are the various functions of post-secondary education mutually exclusive?

What duplications exist within the University System?

Is there a decline of quality through over-extension and proliferation?

To what extent can we afford duplication of services, facilities, efforts between and within the various units?

What can we do about repetition of courses and in some instances, specialized majors between the different schools?

What can be done regarding the study of duplication of courses?

How can we eliminate the overlap and duplication which must be identified and all necessary steps taken?

Can we provide greater diversity and choice by concentrating and/or assigning specific fields of instruction to campuses within a given geographical or population area?

Can programs, courses and policies be changed so as to accommodate students and make education cheaper for them?

Assuming we should consolidate facilities, how best can this be done?

What would be the financial impact on the university system if Dillon and Northern were either closed or

had a change of purpose (i.e., vo-tech center)?

Should the two universities do the upper division work, the other schools become community colleges and have the vo-tech centers be designated as to function?

Should Northern Montana College and Western be made into community colleges? Should Butte Tech combine with the Vo-Tech Center and be made into a community college? Should all of Butte Tech's upper division functions be made a part of Bozeman's curriculum?

Do we need to re-evaluate each unit to see how it can best serve post-secondary needs in the state - as a junior college? university? community college, etc.?

How do we best consider the following:

Number, location and role of four year tax supported public universities and colleges?

Number, location and role of two year community colleges?

Number, location and role of vocational institutions, both publicly and privately controlled?

Number, location and role of graduate level institutions, i.e., degree offerings within Montana, exchange possibilities with other states, etc.?

How can the structuring of the post-secondary educational system, and determining the most equitable method to finance same, be done?

Should we close one of our colleges of higher education?

What are we doing to analyze present post-secondary educational programs?

Strengths, weaknesses, voids?
Present physical facilities?
Cooperative programs (e.g. WICHE)?

Does the proliferation of services within our Montana system interfere with a desired quality of education?

How do we assure a quality education?

Could graduate programs in certain disciplines be restricted to one campus?
Would it be worthwhile for a candidate during a part of his graduate program to attend more than one campus?

Realizing that many graduates move out of state to find jobs since there are not enough in their particular area, isn't it time for higher education to establish new areas of study within the state where there are jobs, medical dentistry, technicians of one kind or another?

Should we look at all or any graduate programs in terms of what they are directly bringing to the state?

Are we doing enough to provide education for Montana students in the professional schools of other states?

What is the projected job market and professional needs for Montana and the nation?

Many students fail to continue in the system after one or two years. Is this an indication that conventional education is failing to meet the needs of such students?

Is the state providing too much, or inappropriate opportunities for such students?
Should entrance to two or three four-year institutions be restricted to those who show the requisite ability and interest, while other institutions are converted to offer only two-year programs for all high school graduates, with provision for transfer upon a showing of superior ability?

Do we have a realization of what the Supreme Court has ruled regarding non-resident students paying tuition? What are the implications for Montanans?

What are the needs of the state over health care?

- What should be the state's responsibilities with respect to Health Education?

  How can this responsibility be best discharged and finally should the state increase inter-cooperation in this area?

IV. PRIVATE POST-SECONDARY EDUCATION

How can we cooperate with private schools in the state in regards to faculties, facilities, etc.?

What is the role of the private institutions in Montana?

Is theirs a unique mission?

Do they make a contribution to higher education in the state?

How are they supported? Controlled?

Is there a tax means within the state to assist the private colleges?

Should the state regulate the activities of Proprietary Schools and, if so, in what manner?

V. FINANCING

How should post-secondary education be paid for and who should pay?

What alternative forms of financing are available for post-secondary education?

What are the comparative costs
to the state and students for Montana institutions?
as against each other and as against comparable non-Montana institutions?

How are availability and accessability accomplished through the financial resources of the state?

Is there a lack of a rational funding system?

Assuming that it costs the state substantially more to provide six or more institutions than it would to provide a lesser number, is the larger number justified

a) by different goals, or by unique or specialized programs which cannot readily or effectively be offered at another institution?
b) by student convenience?
c) by community interest?

If b and/or c are consideredjustifications, are students/community willing to meet part, if not all of cost differential?

If not, what objections are there to a reorganization which would provide higher quality educational opportunity at fewer institutions for the same cost to the state, or maintain present quality at lesser cost?

To what extent are we committed to the concept of tuition-free post-secondary education?

In competing for public dollars, where does post-secondary education stand in relationship to other priorities? What means are used to determine its share of available funds?

How much higher education money is committed in the state because of matching federal monies?

What is the adequate funding of the units?

How do we finance the educational programs we feel we need to achieve our goals?

What resources are necessary to maintain or achieve goals?
- financial?
- tuition?
- local and county responsibility?
- state responsibility?
- area responsibility?
- federal responsibility?

How much can we or are we willing to pay? What indications do we have regarding the state's future financial resources? How does this compare with the changing costs of education?

Should higher education be financed primarily by all of the people?
- What portion is the state's responsibility?
- Student/parental responsibility?
- Corporate responsibility?

How do we apportion financial responsibility?

How much money would be saved by the closing of a unit?

What can be done about the problems of out-of-state tuition fees?

Does the state of Montana support financially too many units in the field of post-secondary education?
- If so, what steps can be taken to correct the overproliferation?
- require a certain course of action before any additional unit is added for whatever reason?

Should students be charged on a cost-ability basis?

Does the non-resident student pay his own way?

Should we establish priorities for balancing what we want to do in post-secondary education with what we can afford to do?

Assuming precise determination is impossible, are there means of making a judgment concerning cost effectiveness? If so, how do our institutions compare?

How can we convince the public and the legislators that we do have good schools and that they should be funded adequately?

Given our existing structure, how can we determine the distribution of resources? To what extent should it be based upon cost-per-student data? Do we have accurate and comparable figures from each unit? If so, what do they tell us?

Is the method of funding building costs by legislative approval of each project sound and efficient? Would it be better to develop a building fund financed by predictable income (student fees, taxes, etc.) which would allow the Board of Regents to authorize building construction as needed, within the limitations of funding allowed by income?

What (if any) changes should occur in higher education's budgeting process?

Can we achieve financial accountability and still avoid stultifying effects of controls exercised by state fiscal agencies?

Should the state support intercollegiate athletics? If so, in what manner?

What is considered an adequate funding of the athletic program?
What is the cost of intercollegiate athletics to the state?
How do schools meet the rising costs of athletics?

What is the state's responsibility with regard to providing financial assistance to private institutions?

Can the private institutions continue to function without direct state support?

What are the legal implications to be considered in discussing financial aid?

What kinds of aid would be most appropriate? (Capital outlay funds? General appropriations? Student Aid in the form of a voucher system?)

What are the public accountability implications of financial support to private institutions?

How would this affect their independence and autonomy?

To what extent should that be preserved?

VI. ALTERNATIVE FORMS OF POST-SECONDARY EDUCATION

Is there a need for new forms of higher education and new types of institutions?

Do our present forms and institutions offer sufficient diversity and flexibility to meet the needs of the state?

Do we need alternative systems or forms to meet the needs and/or demands of continuing education? Education for leisure time?

What effect would the current trends of curriculum and shortening of residence requirements have on programs recommended or advised?

Should we eliminate all Ph.D. programs in the state?

Should allowing freedoms of courses between units (i.e., avoidance of duplication of courses) go to various units rather than all units giving same course?

Is higher education a place? To what extent must it occur on a college campus?

Would Montanans have any interest in converting one of our university campuses into a small experimental college? Could we afford it?

What are the possibilities for extending education to a wider base through the "university without walls" concept?

Should off-campus learning centers be established? If so, where?

What role can apprenticeships and community service play in the learning process? What about travel and living in other cultures and societies? Can or should these activities be a part of higher education?

VII. EDUCATION OPPORTUNITIES

How can the educational system be structured to:

Offer vocational skill training to those who need it?
- the disadvantaged
- minority groups
- marginally intelligent

Offer continuing education to those who need/want it?

Offer quality university education where it is needed?

Offer quality graduate education?

Are educational opportunities being provided throughout the post-secondary/higher education system

for the student just out of high school before he enters the job market?

for the full-time worker who needs upgrading and retraining?

for the economically disadvantaged?

for minorities?

for the marginally intelligent?

for the functionally illiterate?

for those who wish to re-enter the university to complete a degree, for enrichment or for more education in his field of specialization?

How far are we willing and able to go "to establish a system of education which will develop the full educational potential of each"? (Const., Art X, Sec. 1)

What does equal educational opportunity mean in terms of higher education in the state of Montana?

Is there a diversity of educational opportunity within the state at the post-secondary level?

Should Montana offer any graduate education at all?

In precisely what ways is graduate education expensive?
What is the most intelligent method of economizing?
Does our need for doctoral programs justify their cost or the concentration of faculty talent on such a small proportion of our students?

VIII. MISCELLANEOUS

How is learning measured? By grades, degrees, hours, years, testing?

How does learning take place? How do we evaluate the quality and quantity of learning situations? How do we assure each an appropriate role in post-secondary education?

How can we be assured that those teaching in post-secondary education are the best we can hire and/or train?

Are salaries adequate to attract and keep outstanding professors?

Upon what basis should college instructors be hired? To what extent should communication skills be taken into account?

Should professors be required to "publish or perish"?

How do we assign teaching and other responsibilities to faculty members?

Should each faculty member have some teaching responsibility? the same teaching responsibility?

Are current teaching loads fair?

What are the implications of having different teaching loads at the various units?

Are faculty members adequately compensated?

What are the advantages and disadvantages of tenure, collective bargaining, and unionization?

What are faculty-student ratios at the various units? What do they tell us?

How many students enter institutions of post-secondary education because of parental and societal pressures and influences?

How can we motivate them?

Are current guidance and counselling services provided within the institutions helpful to students?

Must the taxpayers and students continue to rely on faith that the educational system is producing output valuable to students currently and in the future?

What is the attrition rate at the units of the university system compared to national average?

What of graduates actually using their training either in vocational pursuits or not-too-directly in other ways?

What will be the impact of the new constitution on the school system?

Who should determine and review curriculum? What should be the procedure(s)?

Is our curricula relevant? Who determines that and how do we keep it there?

Should all students receive a core of general education courses?

Is there duplication between secondary education and the first two years of college?

Do all courses of study require the same time period for learning? Do all students require the same amount of time for learning?

Should we have a uniform system of course numbering? Uniform system of credit transferability from one college to another?

APPENDIX

Attachment 1 - Questionnaire to Commission Members

Attachment 2 - General Letter

Attachment 3 - Summary of Mailing List

Attachment 1

MEMORANDUM

July 12, 1973

TO: All Members, Commission on Post-Secondary Education

FROM: Pat Callan

I am enclosing a questionnaire on issues the Commission might address, information you believe will be needed, and preferable meeting times for the Commission. Included, too, is a sheet for you to list the persons you believe should be contacted during Phase I of the study. The persons whose names you suggest will be sent a letter from the chairman on this subject (i.e., a questionnaire on issues). It would be helpful if we could have your response within the next 30 days.

A revised list of Commission members and their addresses is also enclosed.

PC:je
Enclosures

QUESTIONNAIRE

(please add additional pages if necessary)

I. What do you believe are the most important issues and questions facing Montana post-secondary education?

QUESTIONNAIRE (Continued)

II. What information and data should be made available to you and other members of the Commission?

Attachment 2

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THOMAS L. JUDGE
GOVERNOR

TED JAMES
CHAIRMAN

PATRICK M. CALLAN
STAFF DIRECTOR

Dear

In its 1973 session, the Montana Legislature established the Commission on Post-Secondary Education. The Commission has a broad mandate to make a thorough and detailed study of Montana post-secondary education, including issues of planning, coordination and accountability.

At its initial meeting the Commission voted to solicit the views of state officials, educators and other citizens of our state as to the issues and questions which we might address during our eighteen-month study. As Commission chairman, I am writing to invite you to send us your views of the most important issues and questions facing Montana post-secondary education. What questions would you like to have our Commission raise and study? What are the most significant issues and problems?

I ask that you give some thought to this matter, discuss it with other interested persons and send your list of questions, issues and problems to me at 1228 - 11th Avenue, Helena, Montana 59601.

The Commission will meet in September to adopt a study plan based largely upon responses to this letter.

If you do not wish to submit issues and questions at this time but would like to be kept informed of the work of the Commission on Post-Secondary Education, please let me know.

I hope to hear from you.

Best wishes,

Ted James

TED JAMES, Chairman

Attachment 3

SUMMARY OF THE MAILING LIST

General letters were sent to persons within the following categories:

LEGISLATORS

STATE OFFICIALS

MONTANA SUPREME COURT MEMBERS

UNITED STATES CONGRESSIONAL DELEGATION

PRESIDENTS and DIRECTORS OF UNITS AND PROPRIETARY SCHOOLS

SUPERINTENDENTS AND PRINCIPALS

MISCELLANEOUS (only partial listing)

- Persons whose names were submitted by Commission Members
- Various Boards, Councils, Agencies
- Various Organizations (National, State, City and County)
- Newspapers
- Radio and TV Stations
- Constitutional Convention Delegates
- AAUP
- AAUW
- League of Women Voters
- Tribal Officials
- Faculty Councils
- Student Body Presidents and Organizations
- Chamber of Commerce (State and Local chapters)
- Service Organizations and Clubs

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 4 1974

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